

## The Impact of Gender and Task Nature on Iranian EFL Learners' Oral Corrective Feedback Preferences

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**Abstract:** This study examined Iranian EFL learners' preferences regarding oral Corrective Feedback (CF) in a TOEFL speaking course. A 30-item questionnaire was administered to 32 participants in a TOEFL preparation course to elicit EFL learners' views concerning their CF expectations. The results showed that based on the nature and objective of the course, students cared about their accuracy while fluency for these students was of secondary importance. Therefore, CF was regarded as crucial and necessary by the participants and they considered their grammatical errors as the most important one to be corrected followed by vocabulary and pronunciation errors. In terms of CF type, explicit and delayed corrective feedback were the most preferred error correction forms. Furthermore, males preferred their teacher to correct them, females favored self-correction and peer correction more than males. Finally, it can be concluded Attitudes to different feedback types and types of errors that they prefer to be corrected were mostly affected by the nature and the objective of the tasks and the course in general.

**Keywords:** Corrective feedback (CF), Oral CF, Learner's preferences, Gender.

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